

## Alternative Education On-site Monitoring Visit Rubric

**Alternative Education Program: Education Opportunity Program**

**School Corporation: Mooresville Consolidated School Corporation**

**Reviewer: Sue Foxx                      Date: 3/27/08**

**Molly Chamberlin**

**Contact Person: Ms. Vaughn/Ms. Maurizi/  
Dr. Ward/Mr. Munson**

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Alternative Education Programs will be required to share documentation for each component during the site visit. If documentation is not available on-site, the alternative education contact person will be required to submit documentation to the IDOE within seven (7) days of site visit completion. Programs will be given an Unsatisfactory or Satisfactory for each component. Programs receiving an Unsatisfactory for any component will be required to address those issues in order to remain an approved program.

COMPONENT	DOCUMENTATION SUGGESTED	DOCUMENTATION PROVIDED	S	U	COMMENTS
Corporation and Community Support	-Board minutes -Letters of support -Joint agreements -Newspaper articles -Advisory Group list	School Profile  Advisory Group list  Program Description (Revised)	X		Data on program presented by Mr. Muston and Dr. Ward annually. Recommended that students be included in presentation to the Board along with outcome data. Advisory group identified and a meeting schedule is being developed. Profile includes EOC as a program of the HS and as part of the Reading Comprehension initiative. Staff and students are working to build a program that focuses on removing barriers, improving relationships, and utilizing a variety of instructional strategies to engage students.
Alternative Education Components	-Curriculum -Instructional Methods -Scheduling -Engagement strategies -ISP -Grant application	Syllabus/curriculum End of Course assessments Computer courseware (Plato) Modified schedule ISP Grant	X		Syllabus for each course provided. Curriculum implemented by licensed teachers. Some courses are teacher directed and others are computer-based. The math chair and EOC teacher have significantly revised the math courses for nontraditional learners. Other department chairs need to review content area curricula and identify approaches, options and materials for nontraditional learners. HS Dept Chairs/ teachers have reviewed current curriculum to insure alignment. EOC now uses the same end of course assessments as HS. Program plans to expand service learning component and is working with the service learning coordinator at the HS. ISP goals are specific and are reviewed with students periodically.
Small positive learning environment for students/staff	-Staff & Student roster -Prof. development plan -School Improvement Plan -Advisor/Advisee	Prof. development plan/ SIP at IDOE Staff meetings with HS	X		Teacher student ratio appropriate. Professional Development Plan same as corporation. Training on reading interventions across the curriculum should be beneficial for EOC students. EOC teachers need additional targeted professional development to address program components and goals.

	programming Staff meeting agenda				EOC is not in the current Mooresville HS School Improvement Plan (SIP) but will be included in the next revision. A waiver from the definition of credit for the program should be included in the SIP.
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## On-site Observation Components

During the site visit, IDOE personnel will visit sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual programming matches descriptions that were provided in the grant application; that students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content and alternative strategies. Each program will receive a mark of “Satisfactory” (S) or “Unsatisfactory” (U) for each component. Programs receiving a “U” in any component will be required to address deficiencies.

COMPONENT	DATE	S	U	COMMENTS
Programming matches description in grant application.	3/27/08	X		Programming matches the description in the Renewal Grant and serves MS/HS. ½ academic component and ½ work component. Combination of packet, computer-based programming, and direct instruction.
Students appear engaged.	10/03/08 Visit on 3/27/08 did not include student observation.	X		Observed students working independently. Students were engaged and responded positively to questions about the program. Each stated that they liked working at their own pace and indicated that they received a lot of assistance from the teachers. Most indicated no desire to return to the HS but did express frustration with feeling like they were not valued as part of the HS...were not able to go over to HS to pick up yearbooks...cannot participate in activities at HS, etc.
Location supports a positive learning environment.	3/27/08	X		Program operates out of old administration building across the street from the HS. Rooms are small but have been cleaned and updated to create more useable space. Students work at desks or at computer stations. Soda machine available. Staff are working with students to make it more

				attractive. Few textbooks or other educational materials onsite except through technology.
Teachers appear knowledgeable and caring.	10/03/08 Visit on 3/27/08 did not include student observation.	<b>X</b>		Teachers responded to student needs. They were committed and it was evident that they had a good relationship with students. A portfolio of work was kept for each student. The teacher also monitored the pace of completion by reviewing the syllabus. Staff appeared flexible and able to adapt programming to meet student needs. Interchanges with students were positive and encouraging.

## Compliance Components

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation must be provided as part of the site visit monitoring. The alternative education contact person listed for each program will be contacted about documents, policies, or descriptions that will be required for the compliance components. Documentation can be submitted prior to or at the visit. Failure to provide documentation will result in removal from the approved program list.

<b>COMPONENT</b>	<b>SUGGESTED DOCUMENTATION</b>	<b>C</b>	<b>NC</b>	<b>COMMENTS</b>
Policies & Procedures	-Student Handbook -Entrance/Exit Criteria	<b>X</b>		Handbook for EOC has been updated. Students are referred by the sending schools. The student and their parent complete an application and interview with director of EOC. Entrance/Exit criteria could be more defined in order to insure that students who attend are successful.
Staff Qualifications and Employment by Corporation	-Licenses (Teacher, Administrator, Social Worker, Counselor) -Documentation from HR dept. -HQ document	<b>X</b>		Licensed teachers are employed by the corporation. They act as a facilitator for packet/computer-based courseware and provide direct instruction in their areas of licensure.
Health and safety laws and regulations	-Safety plans and/or records -Physical location description and/or Department of Health documentation -Evacuation plans -Student release policies -Transportation policies (as applicable)	<b>X</b>		Safety plans are part of corporation. Site posted and drills conducted for site. No transportation provided for students in the program.

Financial viability	-Other Grants applied for/received -Description of how last alt ed distribution funds were spent -Description of corporation 1/3 match.	<b>X</b>		No outside grants at this time. Budget meets required match and allocated primarily to staff, technology, and materials.
2 Hour Session/ School Day	-School schedule	<b>X</b>		HS students attend a ½ academic day with ½ in work for credit/no credit.

Comments: The EOC has made progress in developing a more student centered program. However, more instructional materials (textbooks, reference material, workbooks, etc.) need to be made available onsite in order for teachers to individualize and differentiate the curriculum. As a program of the HS the EOC students have access to HS services, extra curricular activities and resources. Future development may want to address service learning, life skills, character education, or social/emotional learning. More information about the program will be made available to students and the community through the school newsletter and website.